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## EDITORIAL NOTES

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Teachers' meetings are often conducted in such a way as to contribute little or nothing to the improvement of school work.

**Teachers' Meetings** The common mode of procedure in organizing these meetings is to import one or more speakers who address the association for an hour or less in general terms on some subject which is remote from the immediate work and interests of most of the audience. The conscientious teacher who tries to get something to carry away from this kind of a meeting usually has to be satisfied with what is vaguely described as the inspiration of the occasion. The less faithful teacher comes to regard the meeting as worth while chiefly because of its social accessories. The case is still worse when the organizers of the meeting try to escape the difficulties and tedium of the situation by the importation of cheap humor or shallow sentiment. It is time for a readjustment of the whole theory and practice of teachers' meetings.

All one needs to remember in working out this readjustment is the familiar maxim that development in moral and intellectual **Possibilities of Committee Work** life comes only through self-activity. No teachers' gathering can be successful which fails to present a genuine opportunity for self-activity on the part of the members of the gathering. Why should teachers be doomed to listen forever to general discussions by imported speakers when they might work out through committees their important local problems? Let a committee be organized to draw up a detailed course of study for the section of country covered by the association. Let the teachers compare statistics regarding the elimination of children in their various schools. Let someone show his or her drawing work, or constructive work. It may be that these results will be less perfect than those described by imported speakers, but they will be so directly related to the local situation that they will be immensely more valuable in fur-

nishing others in the assembly with material. Let the teachers describe to each other the methods which they employ in securing the co-operation of their respective communities. Let the problem of securing library material be discussed. Let the money which is lavishly spent for organization of an ephemeral sort be spent in preparing a circulating collection of commercial specimens to supplement geography. Let a plan for interchange of visits be organized so that each school shall present its best work for neighborly inspection.

In short the meeting of teachers should serve the ends of organized educational co-operation. There is no group of teachers unacquainted with difficulties which need first-hand co-operative attack. A gathering of teachers which contributes nothing but theory and sentiment and entertainment to the local educational situation is a failure and ought to be recognized as a failure.

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The editors of the *Elementary School Teacher* call the attention of their readers to the enlargement of this journal in the last issue and in the present number. Last month  
**Editorial** four pages were added. This month there are eight  
**Announcement** pages more than the standard former edition. The material at hand calls for further enlargement and this will be made as fast as possible. We have confidence that systematic material, such as is being presented, has its place in the education of today. We look forward to the future of this journal with the expectation that it will develop to the point where it can offer at least twice the present amount of material each month and contribute its large share to the demonstration that educational practice can be put on a sound scientific basis.

Lack of space makes it necessary to postpone until December the second part of the paper by Mr. Courtis. Two new series of articles are introduced this month. Hereafter papers in two of the four current series will appear each month and the remainder of the issue will be devoted to miscellaneous articles.